

Goddard Park Primary School

SEND Information Report



Special Educational Needs and Disability (SEND) Information Report 2025/26

School Name: Goddard Park

Head of School: Jo Harding (head@goddardpark.co.uk)

Special Educational Needs and Disabilities Co-coordinators (SENDCo): C Lee and L Skene (senco@goddardpark.co.uk)

SEND Governor: Debbie Doyle (contact via admin@goddardpark.co.uk)

Goddard Park Primary is a large mainstream school and does not have a specialist resource provision.
The admission policy for the school follows that of the [Local Authority](#).

What Special Educational Needs and Disabilities are provided for at Goddard Park?	Children with and without an Education Health and Care Plan (EHCP) are provided for within our school setting. Specialist outside agencies support staff with provision. The Special Educational Needs provided for are: 1. Communication and Interaction (C&I) 2. Cognition and Learning (C&L) 3. Social, Emotional and Mental health (SEMH) 4. Sensory and/or Physical (S&P)
How does the school know that my child has SEND?	We identify children with SEND through: • Concerns raised by parents/carers, external agencies, teachers, regarding a pupil's level of progress or inclusion • Assessments, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills • Whole school tracking of attainment where a lack of expected progress is a major concern • Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need (above) • Records shared by a previously attended setting
How will you support my child with SEND?	Class teachers have a responsibility to support all children through High Quality Adaptive Teaching, ensuring all children's needs are identified and addressed, as far as possible within the classroom environment.

- Support is given through the four-part graduated approach; Assess, Plan, Do, Review (ADPR).
- Baseline, outcomes, provision and review will be recorded on a Progress Plan
- An Early Help Conversation/Working Together/TAF plan may be put in place as part of the graduated approach
- Teachers plan/adapt learning and deliver High Quality Adaptive Teaching
- Attainment and progress is tracked
- A Teaching Assistant (TA) or Learning Support Mentor (LSM) may work with a child individually or within a group to deliver specific interventions
- Deliver therapies, interventions etc. recommended/provided by other professionals
- Make referrals to other agencies, if appropriate
- Accommodate other professionals to support, review, assess, model and advise
- Individual arrangements made to ensure children with SEND are able to access assessments, or be withdrawn if appropriate
- Adaptations made to promote inclusivity and access to school life

Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting/school environment. Where this is not possible, the Head of School or SENCos consult with the child's parent/s or carer/s for other flexible arrangements to be made. They also make individual arrangements to ensure that children with SEND are able to access assessments and tests.

	In addition, school makes referrals to specialist outside agencies to further assess and identify areas of need and strategies/approaches to support pupils. These agencies include, Educational Psychology Service, BeU Swindon/CAMHS, Speech and Language, Hearing Support Team and Occupational Therapy. Specialist provision and equipment is sourced for pupils following identification/recommendation. This includes wobble cushions, coloured overlays, using tinted paper, ensuring type is the identified font size and space, mindful use of background and colour on interactive boards, nurture rooms, Sensory Circuits, adaptations to toilets, appropriate individual chairs, ramps and calming sensory room (Den). There are now two lifts in school and both with an evacuation chair (staff trained).
What external services do you use?	External specialists supporting our children include:- ● Speech and Language Therapy ● Advisory Teacher for Physical Disabilities ● Swindon Hearing Impairment Support Service ● Occupational Therapy ● Community Paediatricians ● School Nursing Team ● Health Visitor (Nursery only) ● Educational Psychology ● BeU Swindon ● Pupil Referral Unit ● Physiotherapist ● Family Service ● Early Years Consultants/Team
What additional support is available for my child?	Our staff have accessed training so we are able to offer a range of additional support and interventions. Interventions include: ● Read Write Inc, 1:1 phonics ● Emotional Literacy; Sessions with ELSA, Sand Play, Drawing and Talking ● De-escalation techniques (Behaviour) ● Sensory Breaks/Sensory Circuits ● Colourful Semantics (language and writing)

	• Visual timetables • Now and Next/Now, Next, Then • Woodland Learning (communication, social skills, problem solving, estimating, safety, fine and gross motor, planning) • Spark-EY/SPARK (fine and gross motor) • Using Clicker (writing, reading) • Language for Thinking (speech and language, reading/comprehension) • Concept Cat (teaching concepts in the Early Years) • Speech Therapy
Who is responsible for the provision?	Class teachers are responsible for the provision, progress and attainment of all the pupils in their class, which includes pupils with SEND. The person responsible for overseeing the provision for pupils with SEND is Jo Harding (Head of School). - <i>Email: head@goddardpark.co.uk</i> Those who oversee and support with SEND provision for pupils with SEND are: - o Carolyn Lee – EYFS – Year 6 SENCo (Assistant Head with NA SENDCo award) - o Lisa Skene – EYFS/Year 1 SENCo (NA SENDCo award) - <i>Email: senco@goddardpark.co.uk</i> • The SENCos write reports for the governing body and attend Teaching and Learning Governor meetings.
How are the School Governors involved and what are their responsibilities?	• The Head of School reports to the Governors to inform them about the progress of all the children, including those with SEND; this report does not refer to individual children and confidentiality is maintained at all times. • The SENCos liaise with the Head of School regarding provision, progress, action planning

	• The SENCos prepare reports, which are shared with the Governing Body • SENCos prepare the SEND Report and review the policy, both are shared with the Governing Body
How will you involve me in my child's education and decision making?	Parents and Carers will be involved in decisions regarding the education of their child. School staff will liaise with parents/carers All children identified with SEN in school will have a Progress Plan which parents/carers are able to contribute to identify desired outcomes and provision. Parents/Carers are also involved in the review of these and their voice recorded on the Progress Plans. These meetings are with the class teacher, supported by a SENCo if required or requested. Parents have a responsibility to contribute to their child's reviews. Parents/carers are also involved in meetings with SENCO/s to discuss next steps for their child and additional support/referrals submitted if agreed. Early Help Conversation/Working Together/TAF Plan meetings are held for some families. The family voice and child voice are essential elements of these meetings to gather information to provide a comprehensive overview of the child's lived experiences and needs. Reviews focus on <i>What is going well?</i> and <i>What remains challenging?</i> Parent/carers voice will be collected to include in referrals and requests eg EHC Needs Assessments, SALT referral Parents will be involved in meetings with professionals who accept referrals eg Educational Psychologist.

	Parents/carers voice is a core element of the EHCP Annual Reviews, templates are provided before the review to capture Parent/Carer voice, comments contributed in the review meetings are added to the documentation Meetings are arranged 3 times a year for all parents/carers to meet with their child's class teacher. A SENCo can also attend if requested. Parents/Carers can arrange to discuss with their pupil's teacher, SENCo or Headteacher by request.
How will you involve my child in their education?	Pupils are involved in their education through various ways including: Younger pupils or those that have communication difficulties, are observed in the class and visual prompts may be used to gather their voice, wants and needs. Teachers complete a Pupil Profile; which includes information about strengths, challenges, support and aspirations. These are used to inform adults supporting the children and provide an overview of the child when transitioning to a new teacher or class. If developmentally appropriate, the pupil is encouraged to contribute to the review of their Progress Plan and they are invited to attend reviews eg. EHCP Annual Reviews where they can also contribute in person. Children are encouraged to use their voice, be listened to and heard - this is used to shape provision and support, inform referrals and reports, inform school/other professionals
How will I know how my child is doing?	We are always happy to discuss your child with you - appointments can be made through the School Office. In addition to this we hold parent/carers' interviews, where you and your child's teacher can discuss progress and next steps twice a year – and your child will have a written annual report which comes out in July each year, followed by an opportunity to discuss this with their class teacher. In some circumstances we will, in agreement with you, set up an additional meeting to discuss your child and in

	some cases provide a home-school communication book to help and support you and your child, if more regular interactions between home and school are required. Some children will have an Early Help Conversation/Working Together/TAF which reviews against agreed outcomes. If your child has an EHCP, there will be at least one annual review each year led by a SENCo, in addition to other meetings led by the class teacher (as identified on the EHCP). Many professionals supporting children with SEND provide written reports to inform parents and staff in school of progress and next steps.
How will you assess and review my child's progress towards outcomes?	Pupil Progress Plan outcomes are reviewed regularly to assess progress, including meeting with the child to discuss their progress (when appropriate.) Progress is assessed against baseline assessments which involve more formal assessments eg. reading and comprehension, phonics, and data provided by other professionals eg. Educational Psychologist, Speech Therapist, Occupational Therapist and the Smart Grade/Insight. Children may be assessed to identify areas of need and to inform provision eg. by staff, SENCo or EP or health professionals. Reviews are person centered involving parents/carers and children. Professional discussions between teachers and support staff identify the children's progress towards their outcomes and ensure that the correct support is in place. Provision and barriers to learning are discussed and amendments actioned.
How will you help my child when they join Goddard Park?	We recognise that transitions can be difficult for a child with SEND and take steps to ensure these are as smooth as possible. If your child is joining Goddard Park: • We encourage parents/carers and pupils to visit prior to starting • We aim to make a home visit

	• We will identify a class buddy to help new children with school routines environment • For some children, a phased start is appropriate
How will you help my child when they move to another school?	If a child is moving to another school: • we will contact the school SENCO and ensure they know about any special arrangements or support that needs to be made for the child • we will pass all records to the new setting • SIAS can support you and your child with their transition (Swindon Local Offer) In Year 6: • the member(s) of the Year 6 team will attend Primary Transition Day/s. • the SENCo of the secondary school will visit or meet via TEAMS to discuss the specific needs of the children with the Year 6 teachers and /or SENCo • the secondary school will be invited to the EHCP review (if a school is named at the time of review or the parents/carer requests a school is invited) • if needed, a teaching assistant may attend the transition day with a child/children • children will work with year group staff and Learning Support Mentor to prepare them for the transition • school will liaise with the secondary provision to request additional transition visits to the school or/and staff to visit them in Goddard Park • secondary settings arrange visits by appointment with parents/carers and children • some secondary school staff come to Goddard Park to introduce themselves
How will you help my child move to a new year group/class within Goddard Park?	When moving classes within school: • information will be passed on to the new class teacher and a handover meeting will take place with the new teacher. • All SEND information will be shared with the new teacher and support staff • some children will have a transition book made to support them • children will spend time with the new teacher/class (move up afternoon) and additional visits can be

	arranged In Year 5: • if your child has an EHCP, transition to secondary school will be discussed at the annual review • End of Key Stage 3 outcomes are identified at the EHCP review
How will the curriculum be matched to my child's needs?	Teachers plan adapted/scaffolded/differentiated tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum. These adaptations may include strategies suggested by the SENCos and/or external specialists. In addition, pupils may be provided with specialist equipment or resources and/or additional adult help. Whatever support is in place, it is aimed at the child making the next step they need in their learning within that specific area of the curriculum and to develop independence.
Will my child be able to access the school environment?	As the school was built in 1960s, we have made reasonable adjustments as classes are on 2 floors. Where possible there are ramps to assist pupils with mobility difficulties. The stairs leading up to Year 5 and 6 have handrails and there are two lifts to access the two upper floors. There are accessible toilets throughout the building. Please see the school accessibility plan for more details which is available through the school website. Outside there are paths and clearings through the Woodlands.
What training do the staff teaching and supporting children with SEND have?	We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. • SENCos attended Managing Challenging Behaviour session (overview of parents/carers course) • Some TAs have been trained to deliver intensive speech sound therapy (via Speech Therapist)

	• SENCos and members of staff, attended online training delivered via the PINS project • Annual Conference for SEND Leaders attended • Speech Therapists model strategies to staff who deliver 1:1 intervention • Many of our staff have ongoing training on Read Write Inc. • A staff member attended an introduction to Signalong training session • Clicker training is accessible online (offered by Crick software) • Staff may also access other training which becomes available or is required • Three members of staff have successfully completed the National Award for Special Educational Needs Coordinators (both SENCos and Designated Safeguard Lead) • Our behaviour/nurture lead has completed several therapeutic courses • We have one trained Emotional Literacy Support Assistant (ELSA) who has ongoing supervision • All staff have complete Safeguard CPD • EY teachers attended Drawing Club training • SENCos have attended training sessions delivered by the local authority • A number of school staff have First Aid training • Most staff have had training from the school nursing team • Some staff have had training/instruction from professionals who support children eg occupational therapy, physiotherapy, speech therapy, hearing support. • Most staff have attended Trauma Informed training
How do you monitor and evaluate the success of provision in place to support children with SEND?	In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through reviewing feedback from SEND meetings, parent feedback as well as parent/teacher consultations throughout year. Monitoring is an integral part of teaching and leadership at Goddard Park. The Special Educational Needs and/or Disabilities Co-ordinators (SENCo) and Teaching staff consistently monitor the provision for children with SEND. We evaluate the effectiveness of provision for pupils with SEND by:

	• Reviewing pupils' individual progress • Reviewing the impact of interventions alongside progress towards outcomes • Talking to pupils • Observing pupils • Monitoring by the SENCos – including meetings with teachers, working with children • Tracking and analysis of data by teachers, Head, Teaching and Learning Deputy Head and SENCos • Using Progress Plans to measure/monitor progress • Holding annual reviews for pupils with an EHCP (SENCo led) plus interim reviews (teacher led) • Early Help Conversation/Working Together/TAF meetings In addition, the provision and progress of pupils who are looked after by the local authority and have SEND are monitored by the Designated Safeguarding Lead (Carmen Wilson). Following regular reviews, children may move off the SEND register or applications for further support may be applied for.
How will my child be included in activities outside the classroom, including school day trips and residential visits?	We are an inclusive school • We aim for all children to be included in all areas of the curriculum and aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful, inline with relevant risk assessments. • A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an

activity, we will aim to provide alternative activities which will cover the same curriculum areas. Parents and pupils will be consulted.

- We will engage professionals who support the child to evaluate needs, requirements to eliminate/minimise any risks identified in the risk assessment.

Pupils with medical needs

Pupils with complex or long term medical needs will be provided with an Individual Health Care Plan (IHCP), completed by the Designated Safeguarding Lead in conjunction with parents and relevant healthcare professionals.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse or hospital as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014.

Staff follow the 'Supporting Pupils with Medical Conditions school policy'.

All staff at Goddard Park School are aware of the Equality Act 2010. This legislation places explicit duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities." *Section 1(1) Disability Discrimination Act 1995*

This includes children with long term health conditions such as Asthma, Diabetes, Epilepsy and Cancer. Children and young people who suffer from these conditions would not necessarily have SEN, but there is a definite overlap between disabled children and young people and those with SEN. Therefore, children

	and young people may be covered by both SEN and disability legislation. The school has an Accessibility Plan to ensure that any pupil who is physically disabled has equal access to the curriculum. For more information about inclusion refer to our Public Sector Information Policy.
How will you support my child's wellbeing?	We offer a wide variety of pastoral support for pupils, this includes: • the PSHE programme that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. • Small group interventions are used to promote pupils' well-being, interaction skills, emotional resilience and well-being. • Pupils with SEND may have access to the Learning Support Mentors. Monitoring of these pupil's emotional and social development occurs at the beginning and end of each period of intervention, in addition to overall academic progress. One of our mentors has completed training to be Emotional Literacy Support Assistant (ELSA), 2 additional staff are completing their training to be ELSAs (2025/26) • To ensure pupils feel safe and reduce anxiety at lunchtimes, a nurture based area is provided (Rainbows), where there is a higher staff ratio and pupils can play in a less busy environment • School uses CPOMS to record and track behaviour (and safeguarding), therefore incidents of, or potential incidents of bullying can be identified and intervention put in place to support both parties. Mrs Grove-Welsh (Deputy Head) is responsibility for overseeing Learning Support Mentors. Children are supported in class or in the Nest where groups and 1:1 support is delivered • Children have access to the outside school environment, including; playgrounds, astro, field, Woodland, Early Years, Adventure Zone • Forest School sessions (delivered by external provider) • Quattro (chocolate Labrador dog), has attended 'Dogs Helping Kids' training. He contributes to the support for children's wellbeing. • Our Den is a calming, tranquil sensory room

	• The Learning Support Mentors (Nurture Team) can support with bereavement or school can signpost to TreeHouse (external support) We make referrals to BeU Swindon and their Education Mental Health Practitioners (EMHPs) support children in the school setting, at their offices or remotely. We have designated first aiders on site at all times. If a child has more complex medical needs, an IHCP is completed by the Designated Safeguarding Lead in conjunction with parents and relevant healthcare professionals and any necessary training is given to staff. All staff are made aware of the IHCP, a copy of which is kept in school and it is updated at least annually. Prescribed medicines can be administered by staff if it is part of an IHCP. Attendance is monitored by the office and contact will be made if no reason has been received for an absence. If attendance becomes an issue, the school Inclusion Officer will contact parents/carers to discuss the issue so that a satisfactory solution can be found. This might involve an action plan being drawn up, additional support put in place to help or an Early Help Conversation. Goddard Park school does not tolerate bullying. PHSE lessons and Assemblies make children aware of how to deal with any concerns they have. See Behaviour Policy and Safeguarding Policy. Our Learning Support Team provide additional support through planned sessions and are available to support in response to incidents. We promote diversity throughout school, throughout the year. In March 2026, we held our second annual Neurodiversity Month to further promote understanding and awareness. Regular contact and 'Safe and Well Checks' take place to support children during long periods of absence.
As a parent/carer, where can I go for support?	The Children and Families Act 2014 requires every local area to have an impartial information, advice and support service. In Swindon we have SIAS (Swindon SEND Information, Advice and Support Service), which offers free, impartial, confidential advice and support to parents and carers of all children with SEND.

	Telephone 01793 466515 www.swindonsias.org.uk email - sias@swindon.gov.uk • SIAS can provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. • For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. • Parents and carers can also appeal to the Government's SEND tribunal if they disagree with the Local Authorities decisions about their child's special educational needs. You can also appeal to the tribunal if the school or www.gov.uk/complain-about-school/disability-discrimination • Swindon SEND Families Voice offer support to parents regarding SEN and children with/without diagnosis: - Email: swindonsendfamiliesvoice@outlook.com - Phone Number: 07486 873 405 Details of Swindon Borough Council's Local Offer can be found on their website https://localoffer.swindon.gov.uk/home/
Who can I contact for further information, if I have any concerns or if I want to raise a complaint?	If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

	• Your child's class teacher • The SENCos (senco@goddardpark.co.uk) • The Head of school (head@goddardpark.co.uk) • For complaints, please contact the Chair of Governors (Mr Kenan Harrison), who can be contacted via the school office (admin@goddardpark.co.uk) Complaints about SEND provision in our school should be made to the class teacher/SENCO/Head of School in the first instance. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding: • Exclusions • Provision of education and associated services • Making reasonable adjustments, including the provision of auxiliary aids and services
What are the admission arrangements for children with SEND?	If you are considering whether your child should join the school, please contact the School Office on 01793 342342. The Office staff will arrange a meeting for you to meet the Head of School, Miss Harding, or Mrs Grace the HR and Operations Manager, to discuss how the school could meet your child's needs. A formal application to join the school, should be made by contacting the Local Authority's Admissions. If your child has an Education Health Care Plan (EHCP), the Local Authority's Special Educational Needs Assessment Team will work with you to ensure an appropriate school placement, that meets the needs of your child, is made.